



## **ISD 728 Acceleration Procedure**

### **PURPOSE**

The purpose of this procedure is to provide guidelines for the academic acceleration of advanced and gifted students enrolled in Independent School District 728. Districts in the state of Minnesota are required by law to adopt acceleration procedures ensuring that promotion decisions are made based on learner’s academic and socioemotional needs. This procedure is intended to facilitate consistent district practices by providing guidelines for processing the referral, assessment, and appropriate placement of student acceleration candidates.

### **BACKGROUND**

Educational acceleration of academically advanced and gifted students has a long and successful history as a strategy for matching learner abilities with appropriate curriculum and challenge. The purpose of acceleration is to place the learner in an appropriate setting where the pace and demands of instruction fit learner capabilities. Although instructional practices such as differentiating, compacting, telescoping, and other interventions can meet the needs of many academically talented students, situations arise in which these and other modifications are insufficient to fulfill the academic potential of highly capable children. In these cases, student acceleration may be required.

### **DEFINITION**

“Acceleration” means moving a student through a traditional educational program at a more rapid rate than that of his or her age peers. The most common form of acceleration is whole-grade acceleration, often referred to as grade skipping. Acceleration also includes early admission to kindergarten, early admission to first grade, early admission to middle school or high school, subject-matter acceleration/partial acceleration, concurrent/dual enrollment, and early graduation.

## **GENERAL OUTLINE OF PROCEDURES**

Successful acceleration requires careful consideration of a student's academic readiness, maturational level, and motivation for acceleration. Timely initial communication and the active involvement of school and district staff, parents, guardians and the student him or herself are necessary for the assessment and decision-making processes to proceed effectively. Ideally, conversations about and consideration of student acceleration would begin no later than winter of the year preceding the acceleration.

Inquiries about and recommendation for acceleration may be initiated by parents, guardians, classroom teachers, principals and building administration, district office administration, school counselors, school psychologists, school social workers, and community psychologists. Such inquiries and recommendations should be directed to the student's building principal. Student acceleration decisions will be made by the receiving building principal based on the recommendation of a Child Study Team of professionals appointed by the principal and consisting of the principal or a designee, current and previous teachers, district advanced and gifted learning curriculum specialist, school counselor, school social worker, and/or school psychologist, as well as others the principal deems appropriate.

In keeping with Minnesota state statutes, the Child Study Team will use multiple criteria when determining appropriate student placement. Data sources for decision making may include standardized test scores, teacher observations and recommendations, evaluation by the school psychologist or other qualified psychology specialist, parent/guardian input, and student input. Families will be notified in writing by the building principal or designee once a decision has been rendered.

## **STEPS TO ACCELERATION**

1. A request for acceleration is received by the building principal. Referral can come from parents, teachers, or other referring agent. (Recommendation is that this takes place by February 15.)
2. Building principal contacts district facilitator to discuss process.
3. Principal and/or district facilitator assembles Child Study Team and sets date to review student's current educational data. (By March 1, if possible.)
4. Child Study Team meets for initial meeting. (By March 15, if possible.) If acceleration warrants investigation, principal organizes screening plan, assigns team members to gather further data. This may include standardized test scores, student interview and/or observations, parent interviews and/or questionnaires, written and/or

verbal input from past or present teachers. If acceleration does not appear to be appropriate, Child Study Team identifies alternative interventions appropriate to the student's learning. Parents may appeal Child Study Team within 7 days to the Assistant Superintendent of Educational Services.

5. Data is gathered and compiled as part of the screening process.
6. Team reconvenes with parents. (By April 15, if possible.) Child Study Team members present data and make recommendation.
7. If student is recommended to accelerated, written acceleration plan is developed. The transition plan should include a designated advocate for the student.
8. If student is not recommended to accelerated, Child Study Team identifies alternative interventions appropriate to the student's learning. Parents may appeal child study team decision within 7 days to the Assistant Superintendent of Educational Services.

Child Study Team should be composed of:

- Building administrator/designee
- Current classroom teacher(s)
- District facilitator for advanced & gifted learners
- Parents/guardians (present at final acceleration team meeting)

Optional participants:

- School psychologist
- School counselor
- School social worker
- Potential classroom teacher(s)
- Others to be determined by team

## **ELEMENTARY ACCELERATION OPTIONS**

Grade Skipping	Student is moved ahead of normal grade placement promotion either during the academic year or at the end of the school year.
Subject Acceleration	Student is placed, for part of the day, with students at more advanced grade levels for one or more subjects without being assigned to a higher grade level. This may involve a student moving building daily or weekly.
Grade Telescoping	A student's progress is reorganized at school levels to shorten the time of attendance at a level. For example, a student may telescope through elementary school in less than seven years, through middle school in one year, or through high school in three years or less of attendance.
Credit by Assessment	Student receives elementary, middle level, high school or college credit upon successful completion of an examination.
Independent Study	Student works with a faculty adviser to pursue an area of interest in great depth for regular or honors credit when they have exhausted the sequence of specific academic area.
Advanced Placement	Student register for Advanced Placement courses when still at a middle school or elementary level placement.

Note: Acceleration options are not limited to the above strategies.

## **SECONDARY ACCELERATION OPTIONS**

Grade Skipping	Student is moved ahead of normal grade placement promotion either during the academic year or at the end of the school year.
Subject Acceleration	Student is placed, for part of the day, with students at more advanced grade levels for one or more subjects without being assigned to a higher grade level. This may involve a student moving building daily or weekly.
Grade Telescoping	A student's progress is reorganized at school levels to shorten the time of attendance at a level. For example, a student may telescope through elementary school in less than seven years, through middle school in one year, or through high school in three years or less of attendance.
Concurrent or Dual Enrollment	Student may enroll in a course which would be accepted for credit at two separate institutions. For example, a student may take a course and receive both high school and college credit.
Advanced Placement	Student register for Advanced Placement courses when still at a middle level placement or as a freshman or sophomore in high school.
Credit by Examination	Student receives middle level, high school or college credit upon successful completion of an examination.
Independent Study	Student works with a faculty adviser to pursue an area of interest in great depth for regular or honors credit when they have exhausted the sequence of specific academic area.

Note: Acceleration options are not limited to the above strategies.

ACCELERATION PLAN

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Type of Acceleration \_\_\_\_\_ Subject (specify) \_\_\_\_\_  
\_\_\_\_\_ Grade (from - to) \_\_\_\_\_  
\_\_\_\_\_ Early Entrance (to) \_\_\_\_\_  
\_\_\_\_\_ Other (specify) \_\_\_\_\_

Placement From \_\_\_\_\_  
GRADE/SUBJECT TEACHER BUILDING  
To \_\_\_\_\_  
GRADE/SUBJECT TEACHER BUILDING

Transition Period Begins \_\_\_\_\_ Ends \_\_\_\_\_

Staff member assigned to monitor the implementation of this plan:

NAME \_\_\_\_\_ POSITION \_\_\_\_\_

**Strategies to ensure a successful transition:**

**Strategies to ensure continuous progress following the transition period:**

**Requirements and procedures for earning high school credit prior to entering high school (if applicable)**

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_  
School District Representative \_\_\_\_\_ Date \_\_\_\_\_